DOCUMENT RESUME

ED 300 376 TM 012 106

AUTHOR Morse, Kathy; Kaemper, Jack
TITLE APS Chapter 1 Evaluation Report. 1985-1986.
INSTITUTION Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE Dec 86
NOTE 47p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; *Achievement Gains; Achievement Tests; Cognitive Development; Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; Financial Support; Language Acquisition; Parent Attitudes; Program Descriptions; *Program Evaluation; *Reading Instruction; Student Attitudes; Teacher Response
IDENTIFIERS *Albuquerque Public Schools NM; *Education Consolidation Improvement Act Chapter 1

ABSTRACT

In 1985-86, reading was identified as the supplemental instructional area of the Albuquerque (New Mexico) Public Schools (APS) for funding under the Education Consolidation and Improvement Act, Chapter 1. In all, 39 elementary schools, 13 middle schools, and 4 high schools in the APS qualified for Chapter 1 services; 4,317 elementary school students (ESSs) received reading instruction (RI) and/or Cognitive Language Development instruction (CLDI), and 1,524 secondary students received RI. Data from 1,012 classroom teachers and 834 parents support the test results concerning the impact of Chapter 1 RI. As shown by the Comprehensive Tests of Basic Skills, ESSs with 40 hours or more of Chapter 1 instruction gained skills at a greater rate than normal, except for grade 2. The Stanford Early School Achievement Test, Level II, showed greater than normal development of first graders with at least 30 hours of Chapter 1 CLDI. Student improvement in skill development--measured by the Stanford Diagnostic Reading Test--showed greater than normal growth in grades 6 through 12. Early Learning, computer-assisted instruction, and parent liaison services were also funded through Chapter 1. In addition to academic improvement, teachers and parents noted improvement in student attitudes and self-confidence. Fourteen data tables and three graphs are provided. Facts about eligible schools, staff allocation data, and the Chapter 1 planning form are appended. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED3003376

1985–1986

APS

Chapter 1 Evaluation Report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Robinson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM 012 106

BEST COPY AVAILABLE

ALBUQUERQUE PUBLIC SCHOOLS

725 University, S.E.
Albuquerque, New Mexico 87106

BOARD OF EDUCATION

ROBERT SANTIAGO
President

WAYNE BINGHAM
Vice-President and
Chairperson/Finance Committee

MARK S. SANCHEZ
Secretary

IRA ROBINSON
Member

JOHN CANTWELL
Member

LENORE WOLFE
Member

RALPH SIGALA
Member

LILLIAN C. BARNA
Superintendent

MARY K. NEBGEN
Deputy Superintendent, Instructional Services

PLANNING, RESEARCH, AND ACCOUNTABILITY
Carol Robinson, Director
Sandra O'Neal, Assistant Director for Testing and Evaluation

Prepared by:
Kathy Morse
Jack Kaemper

Chapter 1 Evaluation
December, 1986

TABLE OF CONTENTS

Administrative Summary.....1

Summary and Conclusions.....2

Participating Schools and Cost Summaries.....3

Identification of Eligible Schools.....4

Identification of Chapter 1 Instructional Focus.....4

Chapter 1 Staff Allocation.....5

Planning the School Program.....5

Identification of Eligible Students.....6

Selection of Chapter 1 Participants.....6

Elementary School Evaluation Results.....8
- Distribution of Services.....9
- Summary of Impact: 11
  - Achievement Data.....11
  - Classroom Teacher Perceptions: Reading Program.....14
  - Parent and Classroom Teacher Perceptions: CLD Program.....15

Secondary School Evaluation Results.....17
- Distribution of Services.....18
- Summary of Impact: Achievement Data.....20

Additional Chapter 1 Services.....22
- Support for Instructional Development.....23
- Parent Advisory Councils.....23
- Computer Assisted Instruction.....23
- Homes for Neglected or Delinquent Children.....23
- Early Learning Program.....24
- Homestart/Home-School Liaison Services.....24

Appendix A: Low Income Survey.....25
Appendix B: Resource Allocation.....30
Appendix C: Building Level Chapter 1 Program Planning Form.....35

1985-86 APS CHAPTER 1 EVALUATION REPORT

ADMINISTRATIVE SUMMARY

- Thirty-nine (39) elementary schools, thirteen (13) middle schools, and four (4) high schools in APS qualified for Chapter 1 services because their average percent of free lunch students was greater than the district free lunch average. At eight (8) private schools, students who resided in eligible public school attendance areas also received Chapter 1 services.

- The Chapter 1 needs assessment process identified reading as the instructional priority of the 1985-86 program. The Chapter 1 program was designed to supplement reading instruction and language skill development for underachieving students.

- Staff allocation was based on the number of underachieving students at each Chapter 1 eligible school as well as on the severity of their needs.

- Principals at each Chapter 1 eligible school, in consultation with teachers, parents, and Chapter 1 staff, selected the Chapter 1 program and delivery system which would best meet the needs of the students at their school.

- A Chapter 1 instructional budget of $5,839,552 funded 162.4 FTE teachers, 77.75 FTE instructional aides, six program specialists, one district program coordinator, two evaluation specialists, two property control staff members, and seven secretaries.

- The average cost per Chapter 1 participant in 1985-86 was $955.58. The average cost per participant hour of instruction was $12.19.

- At the elementary level, Chapter 1 provided supplementary instruction in reading and cognitive language development. These programs were provided to children who had been identified by their classroom teachers as needing additional help in skill development in order to catch up with their grade mates. On the average, each Chapter 1 elementary school teacher served 35 students a day.

- At the middle school level, the Chapter 1 reading program served those most in need among students scoring below the 4th grade level on the Botel Word Opposites Test. On the average, each Chapter 1 middle school teacher served 78 students a day.

- At the high school level, Chapter 1 made available special reading programs for those most in need among students scoring below the 5th grade level on the Botel Word Opposites Test or the Gates-MacGinitie Reading Test. On the average, each Chapter 1 high school teacher served 62 students a day.

- As indicated by the Comprehensive Tests of Basic Skills (CTBS), elementary school children served with 40 or more hours of Chapter 1 reading instruction gained skills at a greater than normal rate at grades 3, 4, and 5, and at a slower than normal rate at grade 2.

- First grade Cognitive Language Development (CLD) participants who received at least 30 hours of Chapter 1 CLD instruction made greater than normal skill development gains as measured by the Stanford Early School Achievement Test, Level II (SESAT II), "The Environment" and "Aural Comprehension" subtests.

- Elementary school classroom teachers reported that the improvement they observed in participants' skill development justified the time spent in the Chapter 1 program for 96% of the reading-served children, and for 99% of the CLD-served youngsters. Comments from regular classroom teachers who were surveyed about their perceptions of the Chapter 1 program were extremely positive.

- At the secondary level, student improvement in skill development, as measured by the Stanford Diagnostic Reading Test (SDRT), indicated greater than normal growth at grades 6 through 12.

- Chapter 1 elementary and secondary programs provided instruction to 408 A (no English) or B (limited English) language category children in 1985-86, compared to 287 A or B students served by Chapter 1 in 1984-85.

- In addition to the reading and CLD programs, Chapter 1 funded pilot Early Learning Programs (ELP) at four schools and Computer Assisted Instruction (CAI) projects at eight elementary schools and one middle school. Additional Chapter 1 services in 1985-86 included the Support for Instructional Development (SID) at ten schools, Homestart/Home-School Liaison services at Albuquerque City Center and Rio Grande Cluster schools, Neglected or Delinquent (N or D) Center programs at six locations, and Parent Advisory Councils (PAC's) throughout the Chapter 1 program schools.

SUMMARY AND CONCLUSIONS

In 1985-86, reading was identified as the supplemental instructional area for Chapter 1 funding. Chapter 1 instruction was targeted for children with the greatest need for supplemental reading service. Information provided by classroom teachers and parents supported test data which documented the positive impact of Chapter 1 programs on student performance. In addition to improvement in academic achievement, teachers and parents noted observable improvement in participating students' attitudes and self-confidence.

CHAPTER 1 PARTICIPATING SCHOOLS

1985-1986

Elementary Schools N=39			Middle Schools N=13	High Schools N=4	NonPublic Schools N=8	Homes for Neglected or Delinquent N=6
A. Montoya	E. San Jose	Los Padillas	Adams	Albuquerque High	Assumption	All Faiths Receiving Home
Adobe Acres	Eubank	Lowell	Ernie Pyle	Rio Grande	Immanuel Lutheran	Amistad
Alameda	Emerson	MacArthur	Garfield	Valley	Holy Ghost	Christian Childrens Home
Alamosa	Eugene Field	Mission	Harrison	West Mesa	Queen of Heaven	Hogares Inc.
Armijo	Griegos	Mt. View	Hayes		St. Charles	Muchmore House
Atrisco	Hawthorne	Navajo	Kennedy		St. Mary's	Villa Santa Maria
Barcelona	Hodgin	Old Town	McKinley		St. Therese	
M.A. Binford	Kirtland	Pajarito	Polk		San Felipe	
Carlos Rey	Kit Carson	Ranchos	Taft			
Chaparral	La Luz	Tomasita	Truman			
Cochiti	La Mesa	Valle Vista	Van Buren			
D. Gonzales	Lavaland	Wherry	Washington			
Duranes	Longfellow	Whittier	Wilson			

1985-86 CHAPTER 1 READING AND CLD PROGRAM SERVICE AND COST SUMMARY

	Total Population	Number On Chapter 1 Masterlist	Percent Of Total Population On Masterlist	Number Of Students In Ch. 1 Reading	Number Of Students In Ch. 1 CLD	Unduplicated Count Of Students In Reading and/or CLD	Percent Of Masterlist Receiving Ch. 1 Instruction	Percent Of Total School Population Receiving Ch. 1 Instruction	Program Costs*	Average Cost Per Participant	Average Cost Per Participant Program Hour
DISTRICT ELEM. SCHOOLS WITH CHAPTER 1 PROGRAMS (N=39)	19,086	7,310	38%	3,066	1,286	4,317	59%	23%	$4,665,219	$1,076.92	$14.18
DISTRICT MIDDLE SCHOOLS WITH CHAPTER 1 PROGRAMS (N=13)	9,364	1,534	16%	1,077	NA	1,077	70%	11.5%	$ 547,675	$ 508.52	$ 5.99
DISTRICT HIGH SCHOOLS WITH CHAPTER 1 PROGRAMS (N=4)	7,356	1,028	14%	447	NA	447	43%	6%	$ 223,653	$ 500.34	$ 5.21
ALL DISTRICT SCHOOLS WITH CHAPTER 1 PROGRAMS (N=56)	35,806	9,872	28%	4,570	1,286	5,841	59%	16%	$5,436,547	$ 928.37	$11.73
PARTICIPATING NONPUBLIC SCHOOLS (N=8)	2,346	422	18%	189	66	255	60%	11%	$ 403,005	$1,581.70	$25.90
ALL SCHOOLS WITH CHAPTER 1 PROGRAMS	38,152	10,294	27%	4,759	1,352	6,096	59%	16%	$5,839,552	$ 955.58	$12.19

*Includes salaries, supplies, travel, benefits prorated program coordination expense, SID, summer tuition, evaluation

IDENTIFICATION OF SCHOOLS ELIGIBLE FOR CHAPTER 1

Schools in the Albuquerque Public Schools are eligible for Chapter 1 services if the percent of students residing in the school's attendance area who are eligible for the free lunch program is greater than the district average. At the elementary school level, the average percent of free lunch students for the 1985-86 school year was 30.6%. Thirty-six (36) elementary schools, with free lunch percentages ranging from 30.6% to 79.7%, met the criterion. Another three (3) elementary schools continued to receive Chapter 1 instructional services under the provision which extends eligibility if a school has been eligible and has received Chapter 1 service in either of the preceding two years.

At the middle school level, a free lunch percent greater than the district average of 26.8% qualified eleven (11) schools, with percentages ranging from 28.1% to 78.3%. There were two (2) schools at the middle school level that were eligible to continue Chapter 1 service under the extended eligibility provision.

Four high schools with greater than the district average of 14.1% free lunch eligible students were targeted for Chapter 1 service. At the eligible high schools, the percent of students involved in the free lunch program ranged from 23.0% to 33.2%.

Appendix A lists the results, school by school, of the low income survey for 1985-86.

IDENTIFYING THE 1985-86 CHAPTER 1 INSTRUCTIONAL FOCUS

A Chapter 1 Needs Assessment Steering Committee of parents, teachers, and public and private school administrators conducted a survey of Chapter 1 parents, students (grades 5-12), teachers, aides, principals and school improvement team members in January, 1985. Based on the results of this survey, the committee made the following recommendations to the district Chapter 1 Parent Advisory Council:

- Reading instruction at the elementary, middle, and high school levels should be the priority of the 1985-86 Chapter 1 program in the Albuquerque Public Schools.
- Computer Assisted Instruction (CAI) should be continued.
- At the elementary level, a basic skills program comprised of reading, math, and language development components should be designed. Each elementary school should identify its specific area(s) of need and plan a program to meet those needs.
- At the secondary level, middle and high school reading emphasis should be continued at least at the 1984-85 level of support.

The district Chapter 1 Parent Advisory Council endorsed these recommendations which were then submitted to and approved by the district administration.

CHAPTER 1 STAFF ALLOCATION, 1985-86

Once the schools eligible for Chapter 1 services had been identified, and the Chapter 1 program emphasis (reading) for the 1985-86 school year had been determined, the process of allocating human resources to each Chapter 1 site began. The allocation of resources was based on a two-year average of the numbers and needs of children at each Chapter 1 site. Specifically:

1) the number of students who scored at or below the 4th stanine on a standardized reading test in 1983 and 1984;
2) how far below the 4th stanine those students scored for the two year period; and
3) the number of students on the 1983-84 and 1984-85 Chapter 1 master-lists of eligible students, as determined by their reading skill development.

In order to aggregate all three of these variables to establish a composite reading need for each school, the three variables were converted to a common measure. This was done by converting each set of raw values to a set of standard scores (T-scores). The T-score conversions permit adding together each school's score on each of the three variables to establish the composite reading need. At the elementary level, more weight was given to the two objective variables reflected by the reading achievement test performances. Those two variables account for 4/5 of the resource allocation formula, while the number of students on the masterlist (which is determined by elementary classroom teacher ratings of childrens' reading skill development) accounts for 1/5 of the formula. Each school eligible for Chapter 1 service was then ranked, based on the composite score. The school with the largest T-score was ranked first; the school with the smallest T-score was ranked last.

Funding considerations were taken into account when determining the basic program allotment for the least needy school. In 1985-86, the basic Chapter 1 staff allocation was one teacher and two aides at the elementary schools, and one teacher at the secondary schools. The staff allocation increased as the schools demonstrated increasing needs relative to the "least needy" school.

Appendix B contains the Chapter 1 Resource Allocation (staff) for each of the schools in 1985-86.

PLANNING THE SCHOOL PROGRAM

After each Chapter 1 eligible school received its staff allocation for the 1985-86 school year, the principal, in consultation with teachers, parents, and Chapter 1 staff, designed the Chapter 1 program and delivery system which would best meet the needs of students at his/her school. The planned reading and/or reading-related (CLD) project(s) to be funded by Chapter 1 and supplemental to the classroom reading program were presented to the Area Superintendents, the District Chapter 1 Coordinator, the Area Instructional Supervisors and Chapter 1 Program Specialists. These hearings provided an opportunity for clarification of program design and objectives, and for any special requests to modify the staff allocation within the funding limits (e.g., exchanging one aide for a .5 FTE teacher). (A copy of the Building Level Chapter 1 Program Planning Form can be found in Appendix C.)

IDENTIFICATION OF ELIGIBLE CHAPTER 1 STUDENTS (MASTERLIST)

In the spring, classroom teachers at elementary schools eligible for Chapter 1 programs rated the reading skills development (readiness at kindergarten) of all the children in their classrooms using the following scale:

1 = extremely low reading skills
2 = very low reading skills
3 = low reading skills
4 = low average reading skills
5 = average reading skills
6 = high average reading skills
7 = very good reading skills
8 = excellent reading skills
9 = superior reading skills

At the elementary schools, children who were rated 1, 2, 3 or 4 -- all below average ratings -- were placed on the Chapter 1 Masterlist of eligible students for the 1985-86 school year.

Students attending middle schools were placed on the Chapter 1 Masterlist of eligible students if their performance on the Botel Word Opposites Test was at 4th grade level or below.

Students at grades 9, 11 and 12 who scored at the 5th grade or below on the Botel Word Opposites Test, and students at grade 10 who scored at the 5th grade or below on the Gates-MacGinitie Reading Test were placed on the 1985-86 Chapter 1 Masterlist.

SELECTION OF CHAPTER 1 PARTICIPANTS

At most schools, there are more students on the Chapter 1 masterlist than can actually be served. Chapter 1 personnel screen the masterlist students with standardized tests, diagnostic tests and teacher interviews to prioritize the students in terms of their need for service.

At the elementary level, the prioritization takes the form of another 9-point rating scale. The definitions on this scale relate to children's need for service rather than a specific level of skill development, as is the case with the classroom teacher rating scale. The criteria for the Chapter 1 teacher ratings at elementary schools is as follows:

1 = Student has the very greatest need for Chapter 1 service, compared to others on the Masterlist in the same grade.
2 = Student has a great need for Chapter 1 service, compared to others on the Masterlist in the same grade.
3 = Student definitely needs Chapter 1 service compared to others on the Masterlist in the same grade.
4 = Student needs Chapter 1 service.
5 = Student could use Chapter 1 service if caseload permits.

6 = Student could use Chapter 1 service if caseload permits, but has some chance of succeeding in the classroom without the service.
7 = Student could use Chapter 1 service, but demonstrates a few more skills than others on the Masterlist in the same grade.
8 = Student could use Chapter 1 service, but demonstrates even more skills than others on the Masterlist in the same grade.
9 = Student needs Chapter 1 service the very least, when compared to others on the Masterlist in the same grade.

Chapter 1 elementary teachers then select their caseload of participating students beginning with the lowest rated children on the Masterlist.

At the secondary level, Chapter 1 teachers, in consultation with each school's Reading Teacher/Consultant, screen the list of eligible students and select for their caseloads those students most in need of Chapter 1 reading instruction.

APS ELEMENTARY SCHOOL

CHAPTER 1 EVALUATION RESULTS

1985-86

READING

AND

COGNITIVE LANGUAGE DEVELOPMENT

DISTRIBUTION OF SERVICES IN APS ELEMENTARY SCHOOLS AND NON-PUBLIC SCHOOLS WITH CHAPTER 1 PROGRAMS

In 1985-86, the APS Chapter 1 elementary school programs offered instruction in reading and Cognitive Language Development (CLD). The reading program was concentrated primarily at grades 2-5, while the CLD program focused instruction mainly at K-1.

At the 39 APS elementary schools with Chapter 1 programs in 1985-86, 7,310 children had been identified by their classroom teachers as demonstrating below average reading skills. This figure represented 38% of the total grade K-5 population at these schools. Of the 7,310 identified APS Chapter 1 masterlist children, a total of 4,317 students, 59% of the masterlist, received reading and/or CLD instruction.

At the eight participating non-public schools, 422 children who resided in Chapter 1 public school attendance areas were rated by their classroom teachers as below average in reading skill development. Chapter 1 instruction was provided to 255 (60%) of the K-8 masterlist students at these schools.

The Chapter 1 Cognitive Language Development (CLD) program emphasized the development of language and thinking skills in support of children's reading success in the classroom. Service was concentrated at kindergarten and first grade through a variety of delivery systems: pullout, in-classroom service, both pullout and in-classroom, and extending the school day for kindergarten students. Youngsters in the CLD program averaged 82 hours of instruction. The average number of instructional hours varied by school -- from 41 to 181 hours -- depending on the type of program a school had selected.

The Chapter 1 Elementary Reading Program provided students with individualized reading instruction supplemental to the classroom reading program. Instruction was focused at grades 2-5, and was achieved through several types of delivery systems, including pullout, in-classroom, and a combination of pullout and in-classroom service. Students participating in the Chapter 1 reading program received, on the average, 72 hours of supplemental instruction. The average number of instructional hours ranged from 29 to 137, depending on the structure of the specific program.

Table 1 summarizes the distribution of services to Chapter 1 children in APS elementary schools and in private schools in 1985-86. Of the 7,732 children eligible for Chapter 1 services, the 4,587 who actually participated were those students demonstrating the greatest need for Chapter 1 programs. Chapter 1 coordinates its selection efforts with other supplemental services in the schools. As a result, eligible Chapter 1 children are placed in a supplemental program only after careful attention has been given to each child's unique needs. For 836 of the pupils, a service other than Chapter 1 was determined to be more appropriate. There still remained a sizable group of over 2,300 children, identified as underachievers, who did not receive any supplemental service.

There were 369 language category A or B (non-English or limited English speaking) students placed on the 1985-86 Chapter 1 masterlists. Chapter 1 programs served 325 (88%) of these children. The number of A or B language category students on the 1985-86 masterlist was greater than the 341 in 1984-85, at which time Chapter 1 served 213 (62%) of these students.

Table 1. Distribution of Supplemental Services (5 or more hours) to Chapter 1 Masterlist Children, 1985-86

September 3, 1985 through May 16, 1986

DISTRICT SUMMARY:

39 APS ELEMENTARY,
8 NON-PUBLIC SCHOOLS

Total Number on Ch. 1 Masterlist 7732

Grades Served by Chapter 1 K-5 APS
K-8 NON-PUBLIC

(Any child rated by a classroom teacher as below grade level in reading skills was placed on the masterlist.)

Chapter 1 Service

CHAPTER 1 PROGRAM	NUMBER SERVED	GRADES SERVED	AVERAGE HOURS SERVICE	AVERAGE WEEKS IN PROGRAM	STAFF	
					NUMBER TEACHERS	NUMBER AIDES
CHAPTER 1 READING	3235	K-8	72	23	91	26.5
CHAPTER 1 CLD	1352	K-2	82	24	41.4	30.0

Multiple Supplemental Services**

READING +CLD	READING + NON-CHAPTER 1	CLD + NON-CHAPTER 1	NON-CHAPTER 1 ONLY	NON-SERVED
15	448	148	836	2326

**This table shows numbers of masterlist students receiving combinations of Chapter 1 services; combinations of Chapter 1 and non-Chapter 1 supplemental services (e.g., Resource room, Special Education, counseling, social work, tutoring, outside clinical assistance); non Chapter 1 supplemental services only; and the number of masterlist students who did not receive any supplemental instruction.

TOTAL NUMBER OF A & B LANGUAGE CATEGORY *** CHILDREN ON MASTERLIST	TOTAL NUMBER OF A & B LANGUAGE CATEGORY CHILDREN SERVED BY CHAPTER 1
369	325

***A = monolingual other than English
B = limited English speaking (dominant language other than English)

Table 2 displays, by grade level, the number of participants and the average hours of service for youngsters in Chapter 1 Elementary Reading and CLD programs during the 1985-86 school year.

Table 2. 1985-86 Chapter 1 Service by Grade Level

Grade Level	Number Served by CLD	Average Instr. Hrs. CLD	Number Served by RDG	Average Instr. Hrs. Reading
Kindergarten	648	94	43	36
Grade 1	674	72	196	40
Grade 2	30	52	1065	65
Grade 3			772	74
Grade 4			589	89
Grade 5			509	84
Grade 6 (non-public)			29	54
Grade 7 (non-public)			21	48
Grade 8 (non-public)			11	37

Of the reading-served population, 91% of the participants were at grades 2-5, with the largest number at grade 2.

Ninety-eight percent (98%) of the CLD caseloads came from kindergarten and grade 1, and were almost equally distributed across these two grade levels.

SUMMARY OF CHAPTER 1 IMPACT AT THE ELEMENTARY LEVEL

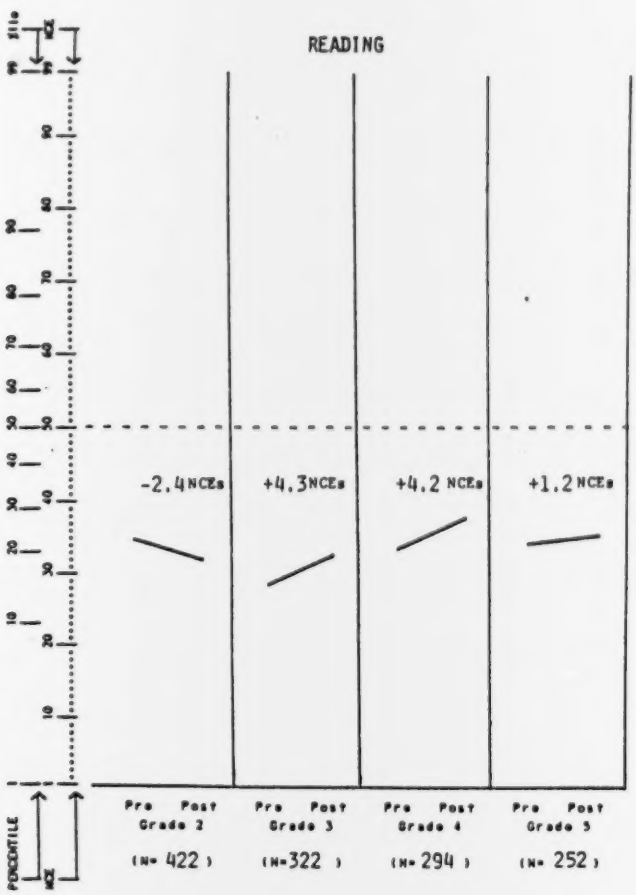
Achievement Data

The question to be answered regarding Chapter 1 program impact is, "Are the Chapter 1-served children better off after participating in a Chapter 1 program than if they had not participated in the program?" That is, do they have more skills than they would have had if they had not been served by Chapter 1? To address this question, the norm-referenced evaluation model was used. This model assumes that if no supplemental instruction is provided for the Chapter 1 child, his/her posttest NCE/percentile score will equal his/her pretest NCE/percentile score; i.e., the child will gain skills from pretest to posttest at the same rate as other children in the country who scored like s/he did on the pretest. Program impact is reflected by higher posttest percentile scores for Chapter 1-served children, an indication that the supplemental instruction helped the children gain skills more rapidly than otherwise expected. However, equal pre and posttest scores must also be considered evidence of program impact since Chapter 1 children will frequently fall further behind their age/grade mates if they do not receive supplemental instruction. When Chapter 1-served children score lower on the posttest than the pretest, it indicates that while these children did gain skills during the period of instruction, they did so at a slower rate than their non-Chapter 1 counterparts.

The graph which follows reflects the Comprehensive Tests of Basic Skills (CTBS) pre to posttest reading total performances of Chapter 1 reading-served children in 1985-86. Only the scores of children who received a minimum of 40 hours of Chapter 1 reading instruction and who had both a pre and posttest score are reported. For purposes of comparison, both the percentile scale and the NCE (normal curve equivalent) scale have been displayed. An NCE, like the percentile, represents a child's standing relative to others at his/her grade level taking the test. The two scales match at 1, at 50 ("average"), and at 99. The numbers next to the lines indicate the difference in pre to posttest NCEs.

Horizontal pre-to-posttest lines indicate normal growth. Ascending pre-to-posttest lines reflect greater than normal skill development and that growth can be attributed, in part, to participation in the Chapter 1 program. Descending pre-to-posttest lines usually indicate that the children did improve from pre-to-posttest, but did so at a slower rate than the other children who scored like they did on the pretest.

Graph 1. 1985-86 PRE TO POSTTEST READING ACHIEVEMENT PERFORMANCES OF ELEMENTARY SCHOOL CHILDREN RECEIVING ≥ 40 HOURS OF CHAPTER 1 READING SERVICE.

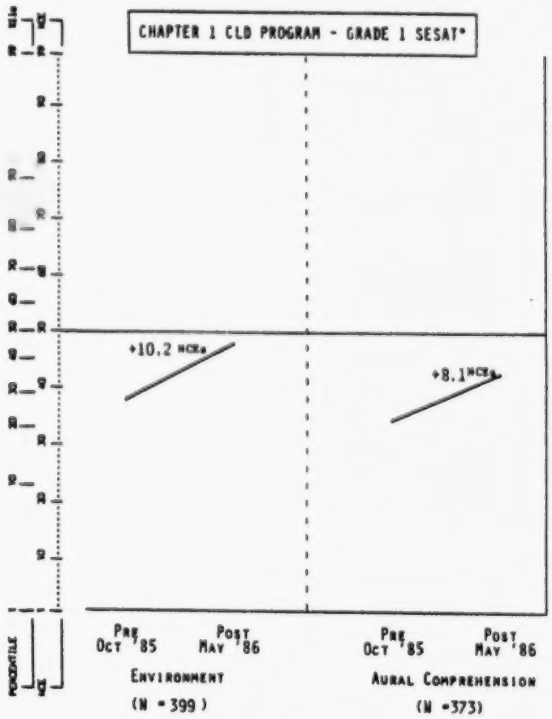


The ascending pre-to-posttest lines at grades 3, 4, and 5 indicate that the Chapter 1-served children gained reading skills at a greater than normal rate. The descending line at grade 2 indicates that while these students gained skills from pre to posttest, they grew at a slower rate than students who scored like they did on the pretest.

First grade CLD participants took two subtests of the Stanford Early School Achievement Test (SESAT), Level II, on a pre/post basis with about a 7-month interval. "The Environment" is a subtest which measures general information. "Aural Comprehension" assesses children's skills at listening and answering questions based on what they heard.

Graph 2 shows the NCEs for those first graders in the district who took both the pre and posttest and who received at least 30 hours of Chapter 1 CLD instruction.

Graph 2. 1985-86 PRE TO POSTTEST ENVIRONMENT AND AURAL COMPREHENSION PERFORMANCES OF CHILDREN RECEIVING ≥ 30 HOURS OF CHAPTER 1 CLD SERVICE.



*STANFORD EARLY SCHOOL ACHIEVEMENT TEST, LEVEL 2

The ascending pre to posttest lines reflect greater than normal skill development which can be attributed, in part, to participation in the Chapter 1 CLD program. These children reduced the achievement gap that exists between Chapter 1 and non-Chapter 1 students.

Classroom Teacher Feedback: Reading Program.

Classroom teachers are an invaluable source of information regarding Chapter 1 program impact on children from their classes. In 1985-86 classroom teachers provided information on over 2100 Chapter 1 reading-served children. Table 3 reflects teacher perceptions of student growth that they attribute, at least in part, to Chapter 1 participation.

Table 3. 1985-86 DISTRICT SUMMARY OF CLASSROOM TEACHERS' PERCEPTIONS OF CHAPTER 1 READING PROGRAM IMPACT.

	ALL CHAPTER 1 SCHOOLS	
AREAS OF IMPROVEMENT	(N)	PERCENT OF STUDENTS SHOWING OBSERVED IMPROVEMENT
SELF-CONFIDENCE	(2201)	92%
ATTITUDE TOWARD SCHOOL	(2035)	89%
ATTITUDE TOWARD READING	(2207)	92%
ATTITUDE TOWARD OTHER SUBJECTS	(1618)	85%
PERFORMANCE IN OTHER SUBJECTS	(1596)	84%
LISTENING SKILLS	(2179)	87%
FOLLOWING DIRECTIONS	(2176)	88%
COMPLETING TASKS	(2169)	82%
SELF-MANAGEMENT SKILLS	(2002)	82%
STUDY SKILLS (USE OF TABLE OF CONTENTS, INDEX, ETC.)	(1379)	83%
DECODING	(1794)	91%
RECOGNITION OF SIGHT WORDS	(2077)	93%
COMPREHENSION	(2196)	92%
READING FLUENCY	(2087)	91%
SELF-INITIATED READING	(2160)	88%
OTHER:		
OTHER:		
OTHER:		
IMPROVEMENT JUSTIFIES TIME IN PROGRAM	(2108) YES	96%
	NO	4%

(N) = NUMBER OF STUDENTS WORKING IN AN AREA

Progress was noted in all 15 areas assessed. In the affective area, 92% of the students showed improvement in their self-confidence and in their attitude toward reading. In the cognitive area, improvement was reported for 93% of the students in sight word recognition, 91% in decoding, 92% in reading comprehension, and 91% in reading fluency.

Teachers also indicated that for 96% of the students the observed improvement in classroom performance justified the amount of time the children spent in the Chapter 1 reading program.

Ninety-seven (97) regular classroom teachers included comments pertaining to the effectiveness of the Chapter 1 program. Ninety-seven percent (97%) of those comments were very positive. The following examples illustrate their general tone and nature:

- "Chapter 1 makes a big difference! There are so many needs in my classroom. I sincerely believe that without Chapter 1, those few needing and receiving the reading program would be so much more behind - not only academically but also in the affective domain of their development. I depend on the support of our Chapter 1 teachers! They are important! These children would not show the growth they do, were it not for their help!"

- "The improvements the students accomplished are quite noticeable. They are now confident, motivated, and eager to participate in classroom activities. Their reading skills have progressed very much since they attended the Chapter 1 reading program."

- "I have noticed much growth with all the students who attend Chapter 1 reading!"

- "I am very happy with the program. The individualized, structured setting is exactly what these children need for self confidence and basic skills."

- "All of my children looked forward to the reading room every day. Their attitudes changed towards reading and its positive results were evident to me."

- "Reading teachers working in the Chapter 1 program are to be commended for their outstanding contribution to our students' academic and individual growth. Because of their efforts, more students' needs are being met. I congratulate them and hope to see them continue their contribution during 1986-87."

- "My students love everything about the reading room. The system of positive rewards is great. Self-management skills are taught which have helped in getting homework assignments in on time. The children attending the reading room feel so special."

- "Through this program, students have exhibited a higher self-esteem and a positive attitude toward reading."

Classroom Teacher and Parent Feedback: CLD Program.

Classroom teachers and parents of children participating in the CLD program provided observational information regarding program impact. Tables 4 and 5 summarize this information.

1985-86

TABLE 4. CLASSROOM TEACHERS' PERCEPTIONS OF CHAPTER 1 CLD IMPACT.

	DISTRICT	
AREAS ASSESSED NA	(N)	PERCENT OF STUDENTS SHOWING NOTABLE IMPROVEMENT
ATTITUDE TOWARD SCHOOL	162	88%
WORKS COOPERATIVELY WITH OTHERS	167	83%
SELF-CONFIDENCE	300	90%
SPEAKS MORE OFTEN	287	86%
SPEAKS MORE CLEARLY (MAKES SELF UNDERSTOOD)	224	85%
LIKES READING	259	90%
ORGANIZATION OF TIME AND/OR BEHAVIOR	268	82%
THINKING/REASONING SKILLS	601	90%
ATTENTION SPAN	237	89%
MEMORY	499	90%
FOLLOWS DIRECTIONS	446	89%
AUDITORY DISCRIMINATION/ SOUND SYMBOL RELATIONSHIPS	265	87%
INTEGRATION OF LANGUAGE SKILLS WITH READING/WRITING	517	91%
VOCABULARY SKILLS	767	93%
IMPROVEMENT JUSTIFIES TIME OUT OF CLASSROOM	1004 YES	99%
	8 NO	1%

(N) = ONLY THOSE STUDENTS FOR WHOM THAT PARTICULAR AREA WAS EMPHASIZED

Classroom teachers indicated that they observed progress for more than 90% of the students in self-confidence, enjoyment of reading, thinking and reasoning skills, memory, integration of language skills with reading and writing, and vocabulary skills. Of the 14 areas assessed by teachers the percent of students showing notable improvement ranged from 82% to 93%.

For 99% of the children, the classroom teachers felt that the observed improvement justified the time spent in the CLD program.

1985-86

TABLE 5. PARENTS' PERCEPTIONS OF CHAPTER 1 CLD PROGRAM IMPACT.

	DISTRICT	
AREAS ASSESSED	(N)	PERCENT OF STUDENTS SHOWING NOTABLE IMPROVEMENT
ATTITUDE TOWARD SCHOOL	156	89%
WORKS COOPERATIVELY WITH OTHERS	144	91%
SELF-CONFIDENCE	251	93%
SPEAKS MORE OFTEN	247	95%
SPEAKS MORE CLEARLY (MAKES SELF UNDERSTOOD)	194	97%
LIKES READING	237	93%
ORGANIZATION OF TIME AND/OR BEHAVIOR	226	84%
THINKING/REASONING SKILLS	495	93%
ATTENTION SPAN	200	84%
MEMORY	422	95%
FOLLOWS DIRECTIONS	363	91%
AUDITORY DISCRIMINATION/ SOUND SYMBOL RELATIONSHIPS	225	89%
INTEGRATION OF LANGUAGE SKILLS WITH READING/WRITING	427	94%
VOCABULARY SKILLS	644	95%
IMPROVEMENT JUSTIFIES TIME OUT OF CLASSROOM	824 YES	99%
	10 NO	1%

(N) = ONLY THOSE STUDENTS FOR WHOM THAT PARTICULAR AREA WAS EMPHASIZED

Parents also reported the most progress for their children in self-confidence, verbal expression, enjoyment of reading, thinking and reasoning skills, memory, integration of language skills with reading and writing, and vocabulary skills. In addition, for 91% of the youngsters, parents observed improvement in following directions and working cooperatively. Of the 14 areas assessed by parents the percent of children showing notable improvement ranged from 84% to 97%.

For 99% of the children, parents felt that the improvement justified the time spent in the CLD program.

APS SECONDARY SCHOOLS

CHAPTER 1 EVALUATION RESULTS

READING

1985-86

DISTRIBUTION OF SERVICES IN APS SECONDARY SCHOOLS WITH CHAPTER 1 PROGRAMS

In 1985-86, students at grades 6-8 were placed on the Chapter 1 masterlist of eligible students if their performance on the Botel Word Opposites Test was 4th grade level or below. At grades 9, 11 and 12 the criterion for eligibility was a Botel score of 5th grade or below. At grade 10, a Gates-MacGinitie Reading Total score of 5th grade or below was used to place students on the masterlist. A total of 2,562 students at grades 6-12 were identified as Chapter 1 masterlist students. Chapter 1 reading instruction, in Reading Centers at each site, was provided to 1,524 secondary students, or 59% of the total number eligible.

Secondary Chapter 1 reading teachers work closely with the on-site Reading Teacher/Consultant to provide effective and appropriate instructional programs. The selection of participants is closely coordinated with other supplemental services in order to determine the most appropriate placement for students. Thirty-one percent (31%) of the non-served Chapter 1 eligible students needed, or were receiving, a support service other than Chapter 1.

Table 6 provides an overview of the distribution of Chapter 1 and non-Chapter 1 supplemental services provided for Chapter 1 eligible students in the 17 secondary schools during 1985-86. Column 6 reflects the number of students receiving support services in addition to Chapter 1, while column 8 indicates the reasons why eligible students did not receive Chapter 1 instruction. Other information contained in the table describes the amount of Chapter 1 service provided and the numbers served, by grade level. In summary:

- 1,077 middle school students received an average of 85 hours of service in 1985-86; 447 high school students received an average of 96 hours of instruction.

- 83 Chapter 1-served students were identified as either A (non-English speaking) or B (limited English speaking) language category students.

- 79 Chapter 1-served students also received special education services in 1985-86.

- 306 (29%) of the non-served Chapter 1 eligible students experienced scheduling problems which precluded Chapter 1 service.

- 107 (10%) of the eligible students were on waiting lists because the Chapter 1 teachers had full caseloads.

- 149 (14%) of the masterlist students tested too high to be placed in a Chapter 1 program, which directs instruction toward the neediest students.

Column 1 SHOWS THE NUMBER OF ELIGIBLE STUDENTS

Column 2 INDICATES THE TOTAL NUMBER OF STUDENTS SERVED BY CHAPTER 1 AS OF 5/23/86

Column 3 INDICATES THE TOTAL NUMBER OF CHAPTER 1-SERVED STUDENTS BY GRADE LEVEL

Column 4 GIVES THE AVERAGE HOURS OF CHAPTER 1 INSTRUCTION AS OF 5/23/86

Column 5 INDICATES THE LANGUAGE CATEGORIES (A AND B) FOR CHAPTER 1-SERVED STUDENTS

Column 6 DESCRIBES OTHER SUPPORT SERVICES STUDENTS RECEIVED IN ADDITION TO CHAPTER 1 READING

Column 7 TOTALS THE NUMBER OF ELIGIBLE STUDENTS NOT RECEIVING CHAPTER 1 INSTRUCTION

Column 8 DETAILS THE REASONS WHY STUDENTS DID NOT RECEIVE CHAPTER 1 INSTRUCTION

IF YOU WOULD LIKE MORE INFORMATION, CALL CHAPTER 1 EVALUATORS AT 881-3007.

CHAPTER 1 SECONDARY SCHOOLS HOURLY DATA SUMMARY

1985-1986

READING PROGRAM

SCHOOL	(1) NUMBER OF EL.	(2) TOTAL NUMBER CHAPTER 1 SERVED	(3) TOTAL CHAPTER 1-SERVED BY GRADE 06	07	08	(4) AVERAGE SERVICE HOURS THRU 5/23/86	(5) LANGUAGE CATEGORIES CHAPTER 1-SERVED A NON ENGLISH	B LIMITED ENGLISH	(6) OTHER SUPPORT SERVICES IN ADDITION TO CHAPTER 1 (# OF STUDENTS) SPECIAL ED/ RESOURCE ROOM	DIAGNOSTIC TEACHING	EDUCATIONAL FIELD TRIPS	ENRICHMENT CLUSTER 1	MIGRANT	SPECIAL READING PROGRAM	ALTERNATIVE PROGRAM	COORDINATION OF SUPPORT SERVICES	(7) NUMBER OF EL. NOT CHAPTER 1-SERVED	(8) REASON NOT SERVED BY CHAPTER 1 (# OF STUDENTS) ON WAITING LIST	PARENTS/GUARDIANS REFUSED TO PERMIT	PARENTS/GUARDIANS REFUSED TO SIGN PERMISSION SLIP	TESTED TOO HIGH	TESTED TOO LOW	REFUSED PARENT	REFUSED PARENT	REFUSED STUDENT	MOVED OUT	GRADUATED	OTHER	INFORMATION NOT PROVIDED	SCHOOL
ADAMS	115	69	45	14	10	77	3	5	1	0	0	0	0	0	0	0	46	0	0	26	20	0	0	0	0	0	0	0	ADAMS
GARFIELD	114	93	34	36	23	78	1	1	1	3	3	0	0	0	0	0	21	0	0	15	2	0	0	2	0	1	1	0	GARFIELD
HARRISON	157	63	26	24	13	125	0	3	1	0	0	0	0	0	0	0	94	41	28	10	3	2	3	1	0	1	1	4	HARRISON
HATES	88	61	18	22	21	88	0	0	0	10	0	0	0	0	0	0	27	0	1	26	0	0	0	0	0	0	0	0	HATES
KENNEDY	81	61	35	18	8	83	0	0	3	0	0	0	0	0	0	0	20	0	0	13	4	0	2	0	0	0	0	1	KENNEDY
MCKINLEY	59	38	14	19	5	85	0	1	1	1	0	0	0	0	0	0	21	0	16	4	0	0	0	0	0	0	0	1	MCKINLEY
POLK	80	67	21	22	24	81	4	1	1	1	3	0	0	0	0	0	13	0	1	8	2	0	2	0	0	0	0	0	POLK
ERNIE PYLE	104	73	38	26	9	70	1	0	3	1	0	0	0	0	0	0	31	0	0	19	9	0	2	0	0	0	0	1	ERNIE PYLE
TAFT	83	69	23	26	20	98	0	1	0	1	2	0	0	0	0	0	14	0	1	5	1	6	1	0	0	0	0	0	TAFT
TRIMAN	230	157	57	66	34	84	6	0	0	0	0	0	0	0	0	0	73	0	13	35	22	0	1	0	0	0	1	1	TRIMAN
VAN BUREN	122	96	42	32	22	73	5	8	14	17	2	0	0	0	1	0	26	0	0	14	9	0	0	0	0	0	0	3	VAN BUREN
WASHINGTON	174	128	59	38	31	79	1	5	14	13	1	0	0	0	5	0	46	18	0	16	5	0	0	0	0	0	0	7	WASHINGTON
WILSON	127	102	42	34	26	96	4	9	15	21	0	0	0	0	1	0	25	1	0	4	15	1	1	0	1	0	0	2	WILSON
TOTAL MID SCHOOLS	1534	1077	454	377	246	85	25	34	54	68	11	0	0	0	7	0	457	60	60	195	92	9	12	3	1	2	3	20	TOTAL MID SCHOOLS
			GRADE 09	10	11	12																							
BIG CREEK	290	140	74	39	8	19	95	7	7	1	0	0	0	0	0	0	150	29	52	41	23	0	0	3	0	0	0	2	BIG CREEK
VALLEY	220	81	24	22	22	13	99	1	5	4	6	0	0	0	0	0	139	0	97	16	3	1	0	18	0	0	0	3	VALLEY
WEST MESA	303	103	79	21	2	1	114	2	1	10	1	4	0	0	0	0	200	0	65	47	19	0	0	0	0	0	38	31	WEST MESA
ALBUQUERQUE HIGH	215	123	66	50	7	0	80	0	1	10	0	0	0	0	0	0	92	18	32	27	12	0	0	0	0	0	3	0	ALBUQUERQUE HIGH
TOTAL HIGH SCHOOLS	1028	447	243	132	39	33	96	10	14	25	7	4	0	0	0	0	581	47	246	131	57	1	0	21	0	0	42	36	TOTAL HIGH SCHOOLS

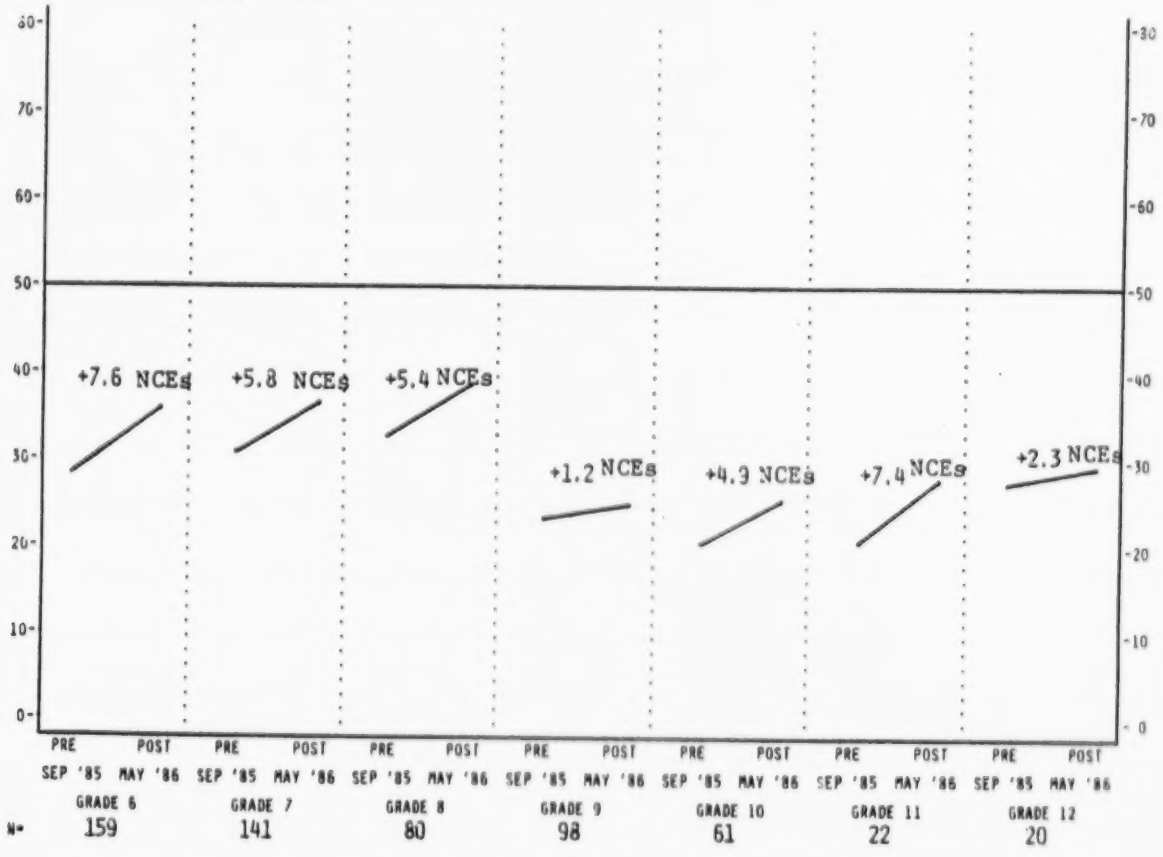
SUMMARY OF CHAPTER 1 IMPACT AT THE SECONDARY LEVEL

Achievement Data. As with the elementary school Chapter 1 programs, the question to be answered regarding the secondary Chapter 1 program is, "Are the Chapter 1-served students better off after participating in a Chapter 1 program than if they had not participated in the program?" To address this question, the norm-referenced evaluation model was used. This model assumes that if no supplemental instruction is provided for a Chapter 1 student, his/her posttest percentile score will equal his/her pretest percentile; i.e., students will gain skills from pretest to posttest at the same rate as other students in the country who scored like they did on the pretest. Program impact would be reflected by higher posttest percentile scores for Chapter 1-served students, which would indicate that the supplemental instruction helped the students gain skills more rapidly than otherwise expected. A case can also be made for equal pre and posttest scores as an indication of program impact. (Thomas and Pelavin's 1976 research report, "Patterns of ESEA Title I Reading Achievement" determined that nonserved Title I children gained skills at roughly 75% of the non-Title I children's rate of skill development.) Where Chapter 1-served students score lower on the posttest than on the pretest, it indicates that while children did gain skills over the period of instructional time, they did so at a slower rate than their non-Chapter 1 peers.

For analysis purposes, percentile scores are converted to NCEs (normal curve equivalents). NCEs match the percentile scale at 1, 50, and 99 and comprise an equal interval scale.

The Stanford Diagnostic Reading Test (SDRT) was used to evaluate the progress of students in the secondary reading program. In order to be a part of the evaluation, students needed to have both pre and posttest scores and at least 75 hours of Chapter 1 instruction. Graph 3 shows the reading comprehension NCEs, by grade level, for these students.

Graph 3. 1985-86 PRE TO POSTTEST READING COMPREHENSION PERFORMANCES OF SECONDARY SCHOOL STUDENTS RECEVING ≥ 75 HOURS OF CHAPTER 1 INSTRUCTION.



A horizontal pre to posttest line indicates normal growth. As mentioned before, normal skill development can be considered evidence of positive Chapter 1 program impact since Chapter 1 students will often fall further behind if they don't receive supplemental instruction.

A descending pre to posttest line would indicate that, although students gained some skills from pre to posttest, they grew at a slower rate than students who scored like they did on the pretest.

The ascending pre to posttest lines shown on Graph 3 at grades 6 through 12 reflect greater than normal growth which can be attributed, at least in part, to Chapter 1 instruction.

ADDITIONAL APS CHAPTER 1 SERVICES 1985-86

Support For Instructional Development (SID)

Parent Advisory Council (PAC)

Computer Assisted Instruction (CAI) Pilot Programs

Homes For Neglected Or Delinquent Children (N or D)

Early Learning Program (ELP) Pilots

Homestart/Home-School Liaison Services

More detailed information is available in the Chapter 1 evaluation office. The following pages provide a brief overview of the projects listed above.

SUPPORT FOR INSTRUCTIONAL DEVELOPMENT (SID)

The Support for Instructional Development (SID) is a Chapter 1 inservice project which was staffed in 1985-86 by two FTE reading specialists. SID provides special opportunities in support of teachers and parents of Chapter 1 students through workshops, study groups, advisory sessions, classroom demonstrations, classroom visitations, and locating materials.

A total of 248 teachers, aides and support personnel were served through SID activities in 1985-86. Although direct impact on students' academic achievement is difficult to ascertain, 965 Chapter 1 children were students in the classrooms of these SID participants. Recipients of SID services were very positive in their approval of the staff and the effectiveness of the project.

PARENT ADVISORY COUNCIL (PAC)

The parent involvement component of the APS Chapter 1 program establishes PACs at each Chapter 1 school and a District PAC whose members are representatives from the school PACs.

During the 1985-86 school year, the Parent Advisory Councils (PACs) continued to be very active in a wide variety of consultation and training activities. There were 196 building level PAC meetings attended by 3,731 parents. The nine District PAC meetings had a total attendance of 360 participants. In addition, the Chapter 1 parents hosted the Region VI, National Coalition of Title 1/Chapter 1 Parents' Conference. Parents were very positive regarding the value of both the school level PACs and the District PAC.

COMPUTER ASSISTED INSTRUCTION (CAI) PILOT PROGRAMS

In 1985-86, over 1,000 students received reading and/or math instruction in Chapter 1 CAI labs at eight elementary schools and one middle school. Classroom teachers reported that the CAI experience contributed to improved student performance in the classroom for most of the participants.

At the elementary level, CTBS pre to posttest data showed improved reading scores for 60% of the 15 grade level groups examined, and an increase in math achievement for 50% of the 6 grade level groups studied. The greatest impact, as measured by the CTBS, was observed at grade 4.

HOMES FOR NEGLECTED OR DELINQUENT CHILDREN (N OR D)

Two hundred fifty-three (253) underachieving students at six homes for neglected or delinquent children (All Faith's Receiving Home; Villa Santa Maria; Hogares, Inc.; Albuquerque Christian Children's Home; Amistad Youth Crisis Center; and Muchmore House Residential Treatment Center) received Chapter 1 tutoring services during 1985-86. Improvement was observed in academic performance as well as in the behavior and attitudes of participating students.

CHAPTER 1 PILOT EARLY LEARNING PROGRAMS (ELP)

An Early Learning Program for four-year-olds served 86 children at four sites during the 1985-86 school year. Parents and school staff members were extremely positive about and supportive of the projects. Parents indicated that they observed improvements in their childrens' language, physical, and social development. School staffs felt that the program would promote future school success for the participants. This was the final year of a three-year pilot of the program.

HOMESTART/HOME-SCHOOL LIAISON SERVICES

The Homestart component of the Cognitive Language Development program focused on parent training activities, primarily through home visits by education aides, which encouraged more active parent involvement in the education of CLD children. Homestart served 15 elementary schools in the Albuquerque High School and Rio Grande High School feeder clusters. Each of the sixteen education aides had a caseload of twenty to thirty families and more than 500 families were involved in the Homestart program during the 1985-86 school year. At the secondary level, the middle and high schools in these clusters had Home-School Liaison Aides providing contact with Chapter 1 students' families.

APPENDIX A

1985-86

Schools Eligible For Chapter 1 Programs
(Low Income Survey)

TO BE COMPLETED BY SEA

Basis for participation of schools

% X

_____

25% _____

No wide variance _____ Grade Span _____

Prior year _____

STATE OF NEW MEXICO

Chapter I ECIA
APPLICATION FOR GRANT
1985-86

Skip this page if 'not enrolled' is zero

RESIDENT POPULATION

(Redistribute the total enrollment for orivate schools and/or the total non-enrollees in the appropriate public school according to attendance area)

(1) ELEMENTARY SCHOOLS: PUBLIC SCHOOL	(2) ENROLLED IN PUBLIC SCHOOL	(3) NOT ENROLLED (PRIVATE SCHOOL, DROP-OUT, ETC.)	(4) TOTAL RESIDENT POPULATION (Col. 2&3)	(5) NUMBER OF LOW INCOME	(6) PERCENT OF LOW INCOME
East San Jose	508	14	522	416	79.7
Lowell	441	18	459	363	79.1
Kit Carson	485	14	499	374	75.0
Eugene Field	458	35	493	363	73.6
Dolores Gonzales	514	52	566	410	72.4
Longfellow	277	14	291	200	68.7
La Mesa	617	32	649	428	66.0
Old Town	487	77	564	355	62.9
Barcelona	402	15	417	254	60.9
Emerson	625	58	683	409	59.9
Duranes	335	46	381	221	58.0
La Luz	487	28	515	296	57.5
Valle Vista	592	46	638	366	57.4
Armijo	415	38	453	253	55.9
Mission	322	24	346	192	55.5
Atrisco	481	25	506	258	51.0
Alamosa	539	60	599	300	50.1
Los Padillas	419	27	446	219	49.1
Adobe Acres	398	28	426	207	48.6
Mountain View	384	24	408	193	47.3
Hawthorne	389	33	422	193	45.7
Pajarito	483	29	512	230	44.9
Navajo	618	31	649	287	44.2
Lavaland	644	64	708	302	42.7
MacArthur	227	16	243	101	41.6
Wherry	605	53	658	240	36.5
Kirtland	546	10	556	198	35.6
Carlos Rey	603	18	621	221	35.6
Cochiti	468	94	562	197	35.1
A. Montoya	456	27	483	165	34.2
Griegos	361	47	408	137	33.6
Hodgin	725	44	769	258	33.6
Ranchos	393	36	429	139	32.4
Mary Ann Binford	492	43	535	165	30.8
Whittier	449	48	497	153	30.8
Tomasita	362	24	386	118	30.6
* Alameda	483	44	527	158	30.0
** Montezuma	338	85	423	123	29.1
** McCollum	416	19	435	114	26.2

** Montezuma and McCollum have not been eligible for Chapter 1 service during the past five yrs

* See next page

SCHOOL DISTRICT Albuquerque Public Schools

TO BE COMPLETED BY SEA

Basis for participation of schools

% X

\# _____

25% _____

No wide variance _____ Grade Span _____

Prior year _____

STATE OF NEW MEXICO

Chapter I ECIA
APPLICATION FOR GRANT
1985-86

Skip this page if 'not enrolled' is zero

RESIDENT POPULATION

(Redistribute the total enrollment for private schools and/or the total non-enrollees in the appropriate public school according to attendance area)

(1) ELEMENTARY SCHOOLS CONTINUED: PUBLIC SCHOOL	(2) ENROLLED IN PUBLIC SCHOOL	(3) NOT ENROLLED (PRIVATE SCHOOL, DROP-OUT, ETC.)	(4) TOTAL RESIDENT POPULATION (Col. 2&3)	(5) NUMBER OF LOW INCOME	(6) PERCENT OF LOW INCOME
* Chaparral	652	53	705	182	25.8
* Eubank	265	62	327	82	25.1
Bel Air	452	91	543	133	24.5
Monte Vista	541	41	582	123	21.1
Alvarado	523	64	587	122	20.8
Bandelier	335	82	417	82	19.7
Acoma	374	32	406	76	18.7
Mark Twain	367	22	389	71	18.3
Edmund G. Ross	557	41	598	106	17.7
Inez	209	19	228	38	16.7
Corrales	424	33	457	74	16.2
Zia	329	97	426	68	16.0
Apache	478	42	520	80	15.4
Puesta Del Sol	735	9	744	114	15.3
San Antonito	206	6	212	29	13.7
Chelwood	537	52	589	80	13.6
Zuni	365	48	413	55	13.3
Matheson Park	622	51	673	89	13.2
Rio Rancho	713	53	766	99	12.9
Governor Bent	442	83	525	67	12.8
Sandia Base	746	90	836	107	12.8
Sombra Del Monte	559	73	632	80	12.7
Sierra Vista	478	30	508	63	12.4
Bellehaven	275	45	320	37	11.6
Collet Park	539	104	643	71	11.0
Comanche	369	189	558	45	8.1
Arroyo Del Oso	553	87	640	40	6.3
S.Y. Jackson	457	46	503	31	6.2
Mitchell	442	54	496	28	5.7
Marie Hughes	652	75	727	36	5.0
Osuna	442	148	590	16	2.7
Onate	447	66	513	10	2.0
John Baker	605	108	713	13	1.8
Hubert Humphrey	794	43	837	15	1.8
Dennis Chavez	668	95	763	8	1.1
ELEMENTARY TOTAL	35,396	3,674	39,070	11,946	30.6

* Alameda, Chaparral, Eubank eligible because served within the last two years

SCHOOL DISTRICT Albuquerque Public Schools

TO BE COMPLETED BY SEA

Basis for participation of schools

% X

_____ 25% _____

No wide variance _____ Grade Span _____

Prior year _____

STATE OF NEW MEXICO

Chapter I ECIA
APPLICATION FOR GRANT
1985-86

Skip this page if 'not enrolled' is zero

RESIDENT POPULATION

(Redistribute the total enrollment for private schools and/or the total non-enrollees in the appropriate public school according to attendance area)

(1) PUBLIC SCHOOL	(2) ENROLLED IN PUBLIC SCHOOL	(3) NOT ENROLLED (PRIVATE SCHOOL, DROP-OUT, ETC.)	(4) TOTAL RESIDENT POPULATION (Col. 2&3)	(5) NUMBER OF LOW INCOME	(6) PERCENT OF LOW INCOME
MIDDLE SCHOOLS:					
Washington	671	70	741	580	78.3
Ernie Pyle	543	32	575	331	57.6
Truman	971	62	1033	509	49.3
Harrison	744	52	796	362	45.5
Polk	456	23	479	204	42.6
Garfield	687	104	791	334	42.2
Hayes	445	80	525	200	38.1
Van Buren	694	77	771	272	35.3
Taft	726	92	818	287	35.1
Wilson	720	88	808	260	32.2
Adams	965	100	1065	299	28.1
** Jefferson	714	117	831	217	26.1
* McKinley	846	102	948	241	25.4
* Kennedy	765	99	864	203	23.5
Roosevelt	348	10	358	82	22.9
Taylor	759	87	846	147	17.4
Lincoln	653	11	664	86	13.0
Grant	600	47	647	70	10.8
Jackson	759	27	786	80	10.2
Madison	879	204	1083	88	8.1
Cleveland	867	154	1021	79	7.7
Hoover	983	124	1107	73	6.6
Eisenhower	1127	114	1241	29	2.3
TOTALS	16,922	1,876	18,798	5,033	26.8

* McKinley and Kennedy eligible because served within the last two years

** Jefferson has not been eligible for Chapter I service during the past five years

SCHOOL DISTRICT Albuquerque Public Schools

TO BE COMPLETED BY SEA

Basis for participation of schools

X

% _____

_____

25% _____

No wide variance _____ Grade Span _____

Prior year _____

STATE OF NEW MEXICO

Chapter I ECIA
APPLICATION FOR GRANT
1985-86

Skip this page if 'not enrolled' is zero

RESIDENT POPULATION

(Redistribute the total enrollment for private schools and/or the total non-enrollees in the appropriate public school according to attendance area)

(1) PUBLIC SCHOOL	(2) ENROLLED IN PUBLIC SCHOOL	(3) NOT ENROLLED (PRIVATE SCHOOL, DROP-OUT, ETC.)	(4) TOTAL RESIDENT POPULATION (Col. 2&3)	(5) NUMBER OF LOW INCOME	(6) PERCENT OF LOW INCOME
HIGH SCHOOLS:					
* Hogares	68	0	68	68	100.0
* New Futures	197	0	197	101	51.3
Rio Grande	2083	77	2160	717	33.2
Albuquerque High	1528	167	1695	533	31.5
* School on Wheels	165	0	165	41	24.9
Valley	1687	193	1880	461	24.5
West Mesa	2169	111	2280	525	23.0
Highland	2359	251	2610	340	13.0
Cibola	1900	86	1986	195	9.8
Manzano	2745	229	2974	238	8.0
Del Norte	2331	204	2535	160	6.3
Sandia	2478	285	2763	72	2.6
Eldorado	3001	235	3236	36	1.1
Albuquerque Evening	68	0	68	0	0
Freedom High	149	0	149	0	0
HIGH SCHOOL TOTAL	22,928	1,838	24,766	3,487	14.1
(Following schools will be served in 1985-1986 because of Grandfather Clause: Prior Year Services)					
Alameda served in 1983-84, 1984-85					
Chaparral served in 1983-84, 1984-85					
Eubank served in 1983-84, Grandfather's Clause 1984-85					
Kennedy Mid served in 1983-84, 1984-85					
McKinley Mid served in 1983-84, 1984-85)					
* Receiving other special services/funding See Page 33					
GRAND TOTALS	75,246	7,388	82,634	20,466	24.8

SCHOOL DISTRICT Albuquerque Public Schools

APPENDIX B

1985-86

Chapter 1 Staff Allocation

ALBUQUERQUE PUBLIC SCHOOLS
1985-86 CHAPTER 1 RESOURCE ALLOCATION - ELEMENTARY
RAW DATA AND T-SCORES

① SCHOOLS RANKED BY AVERAGE COMPOSITE T - SCORE		2 YEAR AVERAGE OF DATA OBTAINED MARCH, 1983 AND MARCH, 1984						
		② (grades 1-4) NUMBER OF CHILDREN BELOW CUTOFF		③ (grades 1-4) TOTAL DEVIATION BELOW CUTOFF		④ (grades K-4) NUMBER OF CHILDREN ON MASTERLIST		⑤ AVERAGE COMPOSITE T - SCORE
		RAW SCORE (X=122)	T(X2) (X=100)	RAW SCORE (X=245.1)	T(X2) (X=100)	RAW SCORE (X=161)	T (X=50)	(X=250)
Alamosa	1	264	160.39	304.1	128.68	267	68.06	357.3
Emerson	2	225	144.11	294.3	125.24	302	75.14	344.5
La Mesa	3	190	129.19	286.9	121.31	116	61.89	312.3
Navajo	4	176	123.64	286.9	121.02	226	61.62	306.2
Eugene Field	5	147	111.57	317.9	135.61	213	58.89	306.0
Lowell	6	130	103.17	285.6	120.93	202	56.74	280.8
Kit Carson	7	136	114.81	267.3	110.67	161	50.61	275.0
Cochiti	8	136	106.11	272.9	113.86	179	52.60	272.5
Carlos Rey	9	176	122.57	228.7	91.79	213	58.20	272.4
Loveland	10	163	117.30	244.7	99.54	180	53.35	270.2
Wherry	11	135	105.11	248.4	101.73	208	57.64	264.4
Mtn. View	12	121	99.95	277.8	117.09	141	46.12	263.1
M. Binford	13	109	97.41	267.7	113.92	158	49.59	260.9
Duranes	14	113	96.25	289.4	121.91	112	40.52	258.6
Hodgin	15	163	117.40	203.6	79.74	211	58.33	255.4
D. Gonzales	16	90	86.33	272.0	113.24	193	54.92	254.4
E. San Jose	17	138	106.96	216.2	84.88	223	60.74	252.5
Barcelona	18	130	103.58	241.3	99.50	158	48.90	251.9
Alameda	19	116	97.94	260.8	107.85	141	45.73	250.9
Valle Vista	20	145	109.78	204.4	79.14	212	59.12	248.0
Los Padillas	21	120	99.29	243.6	98.69	144	46.64	244.6
Pajarito	22	119	98.66	241.8	98.45	151	47.28	244.3
Griegos	23	107	93.81	255.9	104.87	120	42.03	240.6
Kirtland	24	107	93.20	227.2	91.77	187	54.46	239.4
La Luz	25	113	96.10	218.4	87.19	170	50.93	234.2
Tomasita	26	108	94.52	237.5	95.80	120	42.18	232.4
Adobe Acres	27	87	85.08	249.0	102.19	131	43.98	231.2
Atrisco	28	93	87.71	237.2	97.42	138	45.41	230.5
Armijo	29	88	85.51	215.7	85.33	189	54.61	225.4
Longfellow	30	73	79.35	251.2	103.58	121	42.17	225.1
Old Town	31	110	94.51	203.4	79.93	144	46.39	220.8
A. Montoya	32	82	82.96	237.9	95.68	112	40.82	219.4
Whittier	33	74	78.99	247.2	100.79	92	37.03	216.8
Chaparral	34	89	86.18	205.7	78.62	166	50.25	215.0
Hawthorne	35	71	78.45	225.3	89.50	131	44.22	212.1
Ranchos	36	100	90.73	206.0	81.18	110	40.12	212.0
Eubank	37	65	75.56	204.4	80.82	82	35.13	191.3
Mission	38	65	75.84	193.1	71.24	99	38.26	185.3
MacArthur	39	49	68.75	199.8	76.10	54	30.03	174.8

① The 38 Chapter 1 elementary schools in order of documented need. The school with the largest average composite T-score is ranked 1; the school with the smallest average composite T-score is ranked 38.

② The averages of the actual number of children falling at or below the 4th stanine on the reading portion of the CTBS spring testing in 1983 and 1984 (raw score) and the T-score equivalent, multiplied by 2, of each school's raw score.

③ The averaged deviations below the 4th stanine cutoffs totaled across grade levels for the two year period, (raw score) and the T-score equivalent, multiplied by 2, of each school's raw score.

④ The averages of the actual number of children on each school's 1983-84 and 1984-85 reading masterlist at the beginning of the two school years (raw score) and the T-score equivalent of each school's raw score.

⑤ The average of each school's 1983 and 1984 composite T-scores - the sum of the T-score values in columns 2, 3, and 4.

1985-86 CHAPTER 1 RESOURCE ALLOCATION - ELEMENTARY
STAFF ALLOCATION

	(A) AVERAGE OF COMPOSITE T - SCORE 1983 & 1984	(B) % OF LOWEST T - SCORE	(C) COST PER T - UNIT	(D) 1985-86 SCHOOL ALLOCATION	(E) 1985-86 STAFF ALLOCATION	(F) ALLOCATION DIVISION POINTS	(G) 1984-85 TO 1985-86 ALLOCATION CHANGES	
Alamosa	357.3	204%	$571.33	$204,137	7 Teachers	$195,048 (Cost of 7 Teachers)	-2 Aides	Alamosa
Emerson	346.5	197%	550.86	189,773	6 Teachers 2 Aides	$188,180 (Cost of 6 Teachers + 2 Aides)	-1 Teacher +2 Aides	Emerson
La Mesa	312.3	178%	499.37	155,955	5 Teachers 1 Aide		-1 Aide	La Mesa
Navajo	306.2	175%	489.62	149,922	5 Teachers 1 Aide		+1 Aide	Navajo
Eugene Field	306.0	175%	489.30	149,726	5 Teachers	$149,818 (Cost of 5 Teachers + 1 Aide)	+1 Teacher -1 Aide	Eugene Field
Lowell	280.8	160%	449.00	126,081	4 Teachers 1 Aide	$139,320 (Cost of 5 Teachers)	-1 Teacher	Lowell
Kit Carson	275.0	157%	439.73	120,926	4 Teachers	$121,954 (Cost of 4 Teachers + 1 Aide)	No Change -1 Aide	Kit Carson
Cochiti	272.5	155%	435.73	118,737	4 Teachers			Cochiti
Carlos Rey	272.4	155%	435.57	118,650	4 Teachers		-1 Teacher	Carlos Rey
Loveland	270.2	154%	432.05	116,741	4 Teachers		No Teacher -1 Aide	Loveland
Wherry	264.4	151%	422.78	111,783	4 Teachers			Wherry
Mountain View	263.1	150%	420.70	110,687	3 Teachers 2 Aides	$111,456 (Cost of 4 Teachers)	-1 Teacher +2 Aides	Mountain View
M. A. Binford	260.9	149%	417.18	108,843	3 Teachers 2 Aides		+3 Teachers +2 Aides	M. A. Binford
Durango	258.6	147%	413.50	106,933	3 Teachers 2 Aides		No Change	Durango
Hodgin	255.4	146%	408.39	104,303	3 Teachers 1 Aide	$104,388 (Cost of 3 Teachers + 2 Aides)	-1 Teacher	Hodgin
D. Gonzales	254.4	145%	406.79	103,488	3 Teachers 1 Aide		-1 Aide	D. Gonzales
E. San Jose	252.5	144%	403.75	101,948	3 Teachers 1 Aide			E. San Jose
Barcelona	251.9	144%	402.79	101,464	3 Teachers 1 Aide		No Change	Barcelona
Alameda	250.9	143%	401.19	100,660	3 Teachers 1 Aide		-1 Teacher	Alameda
Valle Vista	248.0	141%	396.55	98,346	3 Teachers 1 Aide		-1 Aide	Valle Vista
Los Padillas	244.6	139%	391.12	95,668	3 Teachers 1 Aide		No Change	Los Padillas
Pajarito	244.3	139%	390.64	95,433	3 Teachers 1 Aide		No Change -1 Aide	Pajarito
Griegos	240.6	137%	384.72	92,565	3 Teachers	$ 94,090 (Cost 3 Teachers + 1 Aide)	No Change	Griegos
Kirtland	239.4	136%	382.80	91,644	3 Teachers		-2 Aides	Kirtland
La Luz	234.2	133%	374.49	87,706	3 Teachers		-2 Aides	La Luz
Tomasita	232.4	132%	371.61	86,363	3 Teachers		+1 Teacher -2 Aides	Tomasita
Adobe Acres	231.2	132%	369.69	85,473	3 Teachers		-1 Aide	Adobe Acres
Atrisco	230.5	131%	368.57	84,956	3 Teachers		-1 Aide	Atrisco
Armijo	225.4	128%	360.42	81,238	2 Teachers 2 Aides	$83,592 (Cost of 3 Teachers)	-1 Teacher +2 Aides	Armijo
Longfellow	225.1	128%	359.94	81,022	2 Teachers 2 Aides		-1 Teacher +2 Aides	Longfellow
Old Town	220.8	126%	353.06	77,956	2 Teachers 2 Aides		-1 Teacher +1 Aide	Old Town
A. Montoya	219.4	125%	350.82	76,971	2 Teachers 2 Aides	$ 76,724 (Cost of 2 Teachers + 2 Aides)	+1 Aide	A. Montoya
Whittier	216.8	124%	346.66	75,157	2 Teachers 1 Aide		-1 Teacher +1 Aide	Whittier
Chaparral	215.0	122%	343.79	73,915	2 Teachers 1 Aide		+1 Aide	Chaparral
Hawthorne	212.1	121%	339.15	71,934	2 Teachers 1 Aide		+1 Aide	Hawthorne
Ranchos	212.0	121%	338.99	71,866	2 Teachers 1 Aide		-1 Teacher +1 Aide	Ranchos
Eubank	191.3	109%	305.89	58,517	2 Teachers	$ 66,226 (Cost of 2 Teachers + 1 Aide)	-2 Aides	Eubank
Mission	185.3	106%	296.29	54,904	1 Teacher 2 Aides	$ 55,728 (Cost of 2 Teachers)	+1 Aide	Mission
Mac Arthur	176.8	100%	279.51	48,860	1 Teacher 2 Aides	$ 48,860 (Cost of 1 Teacher + 2 Aides)	+1 Aide	Mac Arthur
					123 Teachers + 35 Aides = $3,796,702		1984-85 Allocation 129 Teachers + 35 Aides = $3,668,400	

(A) The Average composite T-score is the average of the 1983 and 1984 T-scores representing (1) the number of children in each school identified by the CTBS as being deficient in reading (students who scored at or below the 4th stanine on the reading portion of the CTBS); (2) the severity of the deficiency of those children scoring at or below the 4th stanine (the amount that students fell below the cutoff); and (3) the number of children identified by classroom teachers in each school as being deficient in reading (the number of children on the Chapter 1 masterlist).

(B) The percent of the lowest T-score is obtained by dividing each school's T-score by the T-score of the school with the least need.

(C) The cost per T-unit is derived by dividing the lowest T-score value into the minimum allocation and then increasing the amount by each school's percent of the lowest T-score.

(D) The school allocation is the amount obtained when each school's average composite T-score is multiplied by its cost per T-unit.

(E) The staff allocation is based on the number of teachers and/or aides the school allocation covers using a projected 1985-86 average teacher's salary of $27,864 and a projected 1985-86 average aide's salary of $10,498.

(F) The minimum staff allocation was set at one teacher and two aides, or $48,860. The allocation division points are based on a teacher's salary of $27,864, and an aide's salary of $10,498. Using these division points creates 12 groups of schools.

(G) The 1984-85 to 1985-86 allocation changes show the increase or decrease in staffing at each school.

ALBUQUERQUE PUBLIC SCHOOLS
1985-86 CHAPTER 1 RESOURCE ALLOCATION - SECONDARY
RAW DATA AND T-SCORES

(1)		(2)		(3)		(4)		(5)
		2 YEAR AVERAGE OF DATA						
SCHOOLS RANKED BY TOTAL WEIGHTED T - SCORE		NUMBER OF STUDENTS BELOW CUTOFF		TOTAL DEVIATION BELOW CUTOFF		NUMBER OF STUDENTS ON MASTERLIST		AVERAGE TOTAL T - SCORE
		RAW SCORE ($\bar{X}$=116)	T ($\bar{X}$=50)	RAW SCORE ($\bar{X}$=45.08)	T ($\bar{X}$=50)	RAW SCORE ($\bar{X}$=120)	T ($\bar{X}$=50)	($\bar{X}$=150)
Rio Grande	1	300	78.40	39.04	42.81	269	70.42	191.6
Albuquerque High	2	173	58.73	45.14	50.27	220	63.53	172.5
Washington	3	114	49.73	56.49	64.15	148	53.94	167.8
West Mesa	4	204	63.63	30.99	32.97	255	68.47	165.0
Truman	5	154	55.70	46.34	51.76	145	53.57	161.0
Wilson	6	86	45.31	55.08	62.43	119	49.69	157.4
Harrison	7	106	48.29	47.98	53.77	131	56.48	153.5
Valley	8	153	55.73	35.00	37.88	159	55.46	149.0
Ernie Pyle	9	82	44.68	51.64	58.23	87	45.39	148.3
Van Buren	10	78	44.08	51.28	57.78	82	44.71	146.5
Adams	11	112	49.42	45.81	51.10	90	45.97	146.5
Hayes	12	61	41.52	53.14	60.12	60	41.76	143.4
Polk	13	51	39.93	51.90	58.54	61	41.87	140.3
Garfield	14	85	45.13	40.34	44.41	78	44.17	133.7
Taft	15	65	41.97	41.42	45.73	45	39.64	127.3
McKinley	16	95	46.68	35.87	38.93	41	39.05	124.6
Kennedy	17	58	40.93	35.91	38.99	53	40.76	120.6

(1) The 17 Chapter 1 secondary schools in order of documented need. The school with the largest average total T-score is ranked 1; the school with the smallest average total T-score is ranked 17.

(2) The average number of students, at one grade level, falling at or below the 4th stanine on the reading portion of the CTBS spring testing in 1983 and 1984 (raw score) and the average T-score equivalent of each school's raw score.

(3) The average deviations below the 4th stanine cutoff at one grade level for the two-year period (raw score) and the average T-score equivalent of each school's raw score.

(4) The average number of children on each's school's 1984-85 and 1985-86 reading masterlist and the average T-score equivalent of each school's raw score.

(5) Each school's two-year average composite T-score -- the sum of the T-score values in columns 2, 3 and 4.

ALBUQUERQUE PUBLIC SCHOOLS
1985-86 CHAPTER 1 RESOURCE ALLOCATION - SECONDARY
STAFF ALLOCATION

	(A) TOTAL WEIGHTED T - SCORE	(B) % OF LOWEST WEIGHTED T - SCORE	(C) COST PER T - UNIT	(D) SCHOOL ALLOCATION	(E) 1985-86 STAFF ALLOCATION	(F) ALLOCATION DIVISION POINTS	(G) 1984-85 TO 1985-86 ALLOCATION CHANGES	
Rio Grande	191.6	156%	$366.75	$70,288	2 Teachers 1 Aide	$66,226 (Cost of 2 Teachers 1 Aide)	No Change	Rio Grande
Albuquerque High	172.5	142%	330.20	56,976	2 Teachers	$55,728 (Cost of 2 Teachers)	No Change	Albuquerque High
Washington	167.8	139%	321.20	53,914			No Change	Washington
West Mesa	165.0	136%	315.92	52,156	1 Teacher 2 Aides		-1 Teacher +2 Aides	West Mesa
Truman	161.0	133%	308.17	49,628		$48,860 (Cost of 1 Teacher 2 Aides)	+1 Aide	Truman
Wilson	157.4	130%	301.28	47,434			-1 Aide	Wilson
Harrison	153.5	127%	293.86	45,125			No Change	Harrison
Valley	149.0	123%	285.30	42,536			No Change	Valley
Ernie Pyle	148.3	122%	283.81	42,092	1 Teacher 1 Aide		No Change	Ernie Pyle
Van Buren	146.5	121%	280.52	41,122			No Change	Van Buren
Adams	146.5	121%	280.35	41,071			No Change	Adams
Hayes	143.4	118%	274.43	39,357		$38,362 (Cost of 1 Teacher 1 Aide)	No Change	Hayes
Polk	140.3	116%	268.60	37,700			-1 Aide	Polk
Garfield	133.7	110%	255.89	34,218			No Change	Garfield
Taft	127.3	105%	243.72	31,040	1 Teacher		No Change	Taft
McKinley	124.6	103%	238.59	29,748			No Change	McKinley
Kennedy	120.6	100%	230.96	27,864		$27,864 (Cost of 1 Teacher)	No Change	Kennedy
					19 Teachers + 14 Aides = $676,388		1984-85 Allocation 20 Teachers + 13 Aides = $698,913	

(A) The total T-score is the sum of the T-scores representing (1) the number of students at one grade level identified by the CTBS as being deficient in reading (students who scored at or below the 4th stanine on the reading portion of the CTBS); (2) the severity of the deficiency of those students scoring at or below the 4th stanine (the amount that students fell below the cutoff); and (3) the number of students identified by the Botel or Gates McGinitie being deficient in reading (the number of students on the 1985-86 Chapter 1 Masterlist).

(B) The percent of the lowest weighted T-score is obtained by dividing each school's total T-score by the T-score of the school with the least need.

(C) The cost per T-unit is derived by dividing the lowest T-score value into the minimum allocation and then increasing the amount by each school's percent of the lowest T-score.

(D) The school allocation is the amount obtained when each school's total T-score is multiplied by its cost per T-unit.

(E) The staff allocation is based on the number of teachers and/or aides the school allocation covers using a projected 1985-86 average teacher's salary of $27,864 and a projected 1984-85 average aide's salary of $10,498.

(F) The minimum staff allocation for secondary schools was set at 1 teacher or $27,864. The allocation division points are based on a teacher's salary of $27,864 and an aide's salary of $10,498. Using this criterion creates 5 groups of schools.

(G) The 1984-85 to 1985-86 allocation changes shows the increase or decrease in staffing at each school.

-34-

APPENDIX C

1985-86

Building Level Chapter 1 Planning Form

Building Level Chapter 1 Program Planning Form

Each Spring a district Chapter 1 program proposal for the next school year is submitted to the State Department of Education for approval.

The Building Level planning form for each school will provide information for the APS proposal. A centrally located file of the forms will be maintained for information and direction.

The completed and approved Original Plan will be a commitment between the local school and APS unless modified by the procedure that follows.

Procedures For Modifying Approved Chapter 1 Programs or Changing Personnel

To insure that program modifications are in the best interest of participating students and that the district's Chapter 1 application is properly amended to reflect program modifications, we will adhere to the following procedures.

- When a new principal is assigned to a Chapter 1 school, the Chapter 1 program specialists and the appropriate area director will review with that principal the approved Chapter 1 program for that school as soon after the appointment as possible to determine any need for modification.

- A copy of the program plan approved by the State Department of Education will be distributed to each Chapter 1 principal in August.

- Early in the school year (by September 15) Chapter 1 program specialists will make arrangements to review with each school, their approved program plan and determine if any changes are desired.

- If a principal does want to modify an approved program, the principal should submit a rationale for program change to the Chapter 1 program specialist, the area director of instruction and the area superintendent. If the rationale is approved by the area superintendent and meets Chapter 1 regulations as determined by the Chapter 1 coordinator, the principal, the appropriate Chapter 1 program specialist and area director would develop the new program. The completed modified plan would then be submitted to the area superintendent for review and approval.

- The district Chapter 1 coordinator must submit the application amendment reflecting the proposed change to the SDE Chapter 1 office for approval. When approval is received, the principal will be notified and the modification can take place.

- In the event of personnel changes at the building level, new Chapter 1 personnel will be selected by the principal with input from the appropriate Chapter 1 program specialist.

BUILDING LEVEL CHAPTER 1
Program Proposal

(Please complete a separate form for each program.)

_____ Original Plan
_____ Modified Plan (check one)

_____
School

_____
School Year

_____ Reading
_____ CLD (check one)
_____ Other

_____
Administrative Area

Complete this form for your proposed Chapter 1 program. The form is to be completed with the help of your Chapter 1 staff prior to your Chapter 1 program planning meeting with your area superintendent. Chapter 1 legislation requires parent and teacher involvement in the planning, implementation and evaluation of Chapter 1 programs. The Chapter 1 application submitted to the SDE-Chapter 1 office will be based on data obtained from these planning documents. Therefore this description is a binding agreement between the State Department of Education, the district and your school. Modifications can be made by submitting a modified plan and must be approved by the State Department of Education.

****
PLEASE BRING FIVE COPIES TO THE PLANNING MEETING
****

Indicate the response which best describes your program by circling the corresponding letter.

I. PROGRAM CHARACTERISTICS

(1) Instructional Delivery
- A. Pullout
- B. In Classroom
- C. Both Pullout and In Classroom
- D. ESP (Extended School Program)
- E. IRIT (Intensive Reading Instruction Team)
- F. Extended Kindergarten
- G. Elective
- H. Other (Specify) _____

(2) Instructional Approach
- A. Language Experience
- B. Phonics
- C. Basal
- D. Eclectic
- E. Whole Language
- F. Management System (Specify) _____

(3) Regular Instructional Period for students

A. 30 minutes daily
B. 45 minutes daily
C. 60 minutes daily
D. 90 minutes daily
E. 2 hours per day
F. 3 hours per day
G. Other (Specify) _____

(4) Number of days per week

A. One day
B. Two days
C. Three days
D. Four days
E. Five days

(5) Number of weeks

A. 10
B. 18
C. 36
D. Other (Specify) _____

Grade Levels to be served and estimated number of Participants

(6) ELEMENTARY

	Show number of participants
A. Kindergarten	# _____
B. Grade 1	# _____
C. Grade 2	# _____
D. Grade 3	# _____
E. Grade 4	# _____
F. Grade 5	# _____

(7) MID SCHOOL

A. Grade 6	# _____
B. Grade 7	# _____
C. Grade 8	# _____

(8) HIGH SCHOOL

A. Grade 9	# _____
B. Grade 10	# _____
C. Grade 11	# _____
D. Grade 12	# _____

(9) Describe the mechanics of your programs. (Include tentative schedules of Chapter 1 staff and Chapter 1 participants.)

(10) What specific outcome will indicate that the program has been successful?

II. PROGRAM DOCUMENTATION

A. Describe your school's need for this program (refer to available data such as the Chapter 1 Elementary School Report, KDPR, EPSS Skills Checklist, Botel, Gates-McGinitie, etc.)

B. List program objectives specific to your target population.

C. Describe how you will select, from your masterlist, the children who will receive your Chapter 1 programs at the beginning of the school year. Also tell how participants will be added during the year.

D-1 Will Chapter 1 participants include: Special Education students?
YES_____ NO_____

D-2 Will Chapter 1 participants include Language Catgories A or B?
YES_____ NO_____

If yes for D-1 and/or D-2 give rationale for dual service:

III. STAFFING AND SERVICE

A. Within the limits of your staff resource allocation, list the positions (and names, if known) required to accomplish your program objective.

POSITION	NAME (if known)
_____	_____
_____	_____
_____	_____

B. Indicate how aides will be utilized in direct instruction and non-instructional activities.

C. If your new Chapter 1 resource allocation reduces your existing Chapter 1 staff, please list those positions and the names of those to be transferred.

POSITION	NAME
_____	_____
_____	_____

IV. COMMITMENT AMD SPACE

A. Describe how your Chapter 1 program will supplement your regular program.

B. Do you anticipate major Chapter 1 program changes from the current year?
Yes____ No____ If yes, describe and provide rationale.

C. Describe your plan for documentation of coordination of services by Chapter 1 staff and regular classroom teachers of each Chapter 1 participant.

D. Is a reasonable amount of space available for effective operation of your proposed program? Yes____ No____
If no, tell what you will do to obtain the space.

V. PARENT AND TEACHER INVOLVEMENT (Legislative Requirement)

A. Describe how parents of Chapter 1 participants will be involved in advisory activities, including planning and review of your program.

B. Describe how teachers in your school will be involved in planning and review of your program.

Approval indicated by signatures

(1) PRINCIPAL_____

(2) PAC Representative_____

(3) CHAPTER 1 Teachers_____

(4) Area Superintendent or Representative

_____

(5) Chapter 1 District Coordinator or Representative

_____